EA VISUAL

OPEN CLASS

<u>Discovers</u>	<u>Knows</u>		<u>Und</u>	<u>Applies</u>		
60-61 62-63 64-65	66-69 70-75 76-79	93	80-83	94-95 9	6-98 99-100	

COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100
 QUALITY OF ORCHESTRATION DEPTH AND BREADTH OF DESIGN ELEMENTS ENHANCES THE MUSICAL STRUCTURE RANGE OF EXPRESSIVE COMPONENTS AND I 		•	CLARITY OF BODY, FORM, AND EQUIPMENT VARIETY OF RESPONSIBILITIES CHALLENGE OF THE OVERALL ENVIRONMEN CONSISTENCY AND PRECISION THROUGHO	
 Is the orchestration over time at any given mowed what is the <u>quality</u> of the orchestration? How does the unit utilize the elements of <u>design</u> principles of <u>design</u>, for example, unity? The a list, but rather tools through which to create breadth of design 	gn and any e elements are not		Is there <u>clarity of design</u> in form, body, and is the derivative of understanding <u>what the sand how well they</u> demonstrate their responsible. How <u>precise and consistent</u> is the ensemble their <u>variety. depth. and range</u> of expressive skills?	student are doing nsibilities le in demonstrating
What is the relationship to the <u>musical struct</u> phrases, dynamics, accents, and many other the music, one of the many <u>essential motiva</u> design	developments in		How well do the students demonstrate the <u>c</u> <u>overall environment</u> ? Challenged include, to, separation space, velocity, proximity, cha and layering of responsibilities	out are not limited
 How strong is the <u>expressive nature</u> of the d choreographic totality? Expression has many conjunction with the music What is the range design? Be watchful for details that contribute depth How do <u>each of these factors</u>, collectively ar <u>compare to</u> each and all other units in the contribute of the contribute of the compare to the contribute of the contribute o	approaches in of the expressive to the breadth and and individually,		How precise and consistent is the ensemble important part of achievement. Consistency and or over the length of the program is also performers demonstrate the ability to recover in all these regards, how do these students other students in the competition?	over a production important Do the <u>er</u> ?

20 POINT CAPTION

composition

Judge the COMPOSITIONAL QUALITIES OF ELEMENTS OF DESIGN that are demonstrated through the written vocabulary and the performance of the students. Knows Discovers Understands Applies 60-61 62-63 64-65 66-69 70-75 80-83 94-95 96-98 99-100 76-79 84-89 90-93 **Occasionally** displays **Moderately** displays Displays a **high** degree of • Consistently displays the awareness of awareness of the design & logic and is of highest level of fundamentals of design fundamentals of high quality. sophisticated design. Visual design at times design. Composition, literal or Design, literal or abstract, THE WHAT Design occasionally reflects mostly the basic abstract, frequently consistently reflects the musical melody. <u>COMPOSITION</u> demonstrates superlative reflects and enhances the Artistic dynamics are structure. musical enhancement. musical structure. rarely used. Unity of elements Qualities elevate the **Superior** design skills Better understanding of begins to exist. composition beyond mere coupled with the ultimate unity is required. Orchestration of in artistic efforts and pictures. design is moderately Orchestration of design orchestration, set **Strong** sense of unity and options is infrequent evident at times standards and evokes harmony exist. superlative depth, Orchestration of design dimension and options provides a strong development sense of depth and dimension Achieve good level of the Occasionally achieve Moderate achievement Achieve the most more advanced ensemble basic ensemble of ensemble sophisticated responsibilities. responsibilities responsibilities ensemble Style is evident, but not fully responsibilities with Style is recognizable and <u>ACHIEVEMENT</u> Style is not fully refined. THErespect to form, space recognizable, and developing at a moderate Orientation is generally and time. excellence is rarely level. achieved with good success. achieved. Style is refined and Achievement of Good level of precision and HOWbrilliantly expressed. Precision and accuracy excellence is sporadic and accuracy is achieved within a varies from section to are sporadic. Orientation is fully more advanced range of section. demonstrated. Occasionally, effort composition Growing understanding Achievement is changes are attempted within a moderate range superlative within of composition the most advanced range of

GE VISUAL

OPEN CLASS

<u>Discovers</u>		<u>Knows</u>		<u>Un</u>	derstai	<u>nds</u>		<u>Applies</u>		
60-61 62-63 64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	1

REPERTOIRE	SCORE 100		PERFORMERS	SCORE 100
 AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION OF THE MUSIC VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 			PERFORMERS ENGAGE THE AUDIENCE DELIVERED/SUSTAINED EFFECTS EMBODIED/SUSTAINED CHARACTER, ROLE, STYLE COMMUNICATED DETAIL, NUANCE, AND AR	·
To what extent does the <u>realization of repert</u> conceptual vision engage the audience throug <u>impact</u> , contour, shape, pace, development, extended the contour of the realization of repert concepts. To what extent does the <u>realization of repert concepts and the realization of repert concepts and the realization of repert concepts. To what extent does the <u>realization of repert concepts and the realization of repert concepts are repert concepts. To what extends a repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts and the realization of repert concepts are repert concepts. To what the realization of repert concepts are repert concepts are repert concepts are repert concepts are repert concepts a</u></u>	gh <u>compelling</u>	-	How effectively do the performers engage their excellence, communication skill, and e commitment?	
How effective is the audio and visual coording	ation?	•	How effectively do the performers deliver a	nd sustain the effect
• Does it speak with a <u>unified voice</u> ?			and effectiveness of the program?	
How effective is the <u>interpretation</u> of the must of body, form, and equipment? Does it speak	sic through the use	•	How effectively do the performers deliver a styles, or identity(ies) over time?	nd sustain the roles,
scope of the field presentation?		•	How effectively do performers deliver and s	sustain details,
Is there an extensive and dramatic <u>variety of</u>	effect over time?		nuance, and artistic qualities?	
 Is there a presence of creativity and/or original artistry? 	nality and/or	•	<u>In all these regards</u> , how do these perform other performers in the competition?	ers <u>compare</u> to
How do each of these factors, collectively and compare to each and all the others in the contact.				

Jud	ge th	e AESTH	ETIC, INTE	LLECTUAL	, ANI	D EMOTIC	NAL QUALI	TIES demoi	nstrat	ed through t	the written v	ocabulary a	and the perfor	mance of the	e students.	
			<u>iscover:</u>				<u>Knows</u>				<u>erstand</u>			<u>Applies</u>		
	6	0-61	62-63	64-65	(66-69	70-75	76-79		80-83	84-89	90-93	94-95	96-98	99-100	
REPERTOIRE	•	design appare Occasion appeal Some f staging visual r Coordin	understand and compo nt. onal period and intrigu undament and spora nusicality nation of e	ds of ue occur. als of odic	•	modera Coordin integrat create a appeal a Good se musicali Design o	tely develor ation and ion of elem moderate and intrigue ense of visurity is evider dynamics gourcessful ef	ents level of e. al ot. enerate		program of identity a of design musicality Dynamic form, boo equipment concept t	contribution to the effect the effect out not	nd depth on to	 design Super total in Outstand versatted dynam Integrate Integrate in the properties of the properties	ior standar nvolvemen anding disp ility and vis	d of t lay of ual pacing sful in	THE WHAT
PERFORMERS	•	in createmotion Mood it establis Commutawarer respon Confide	s occasion	l and ally me istic oise	•	commu develop more co Project of awar respons	ite levels of otion nication is ing and be onsistent a moderate eness of stylibilities and ty of achiev	coming e level distic	•	emotion of involvement program of stylistic re Strong av which hei	level of apdisplaying ent with the dynamics as esponsibility areness of ghtens cation with	ne and ties f identity	expresand er and er and er super skills of full un stylist responsand properties.	anding ssion of appropriate through the communication derstanding the communication derstanding the cofessionalities and height the cofessionalities and heigh	igh e ting a g of e, sm	THE HOW

IA MUSIC

OPEN CLASS

<u>Discovers</u> <u>Knows</u>			<u>Un</u>	<u>derstai</u>	<u>ıds</u>		Applies				
60-61 62-63 64-65		66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	

CONTENT	SCODE 100	_	ACHIEVEMENT	SCODE 100
 CONTENT DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIROCHALLENGES 		•	ACHIEVEMENT QUALITY OF TONE, ACCURACY OF PITCH AN PRECISION OF RHYTHMIC ACCURACY, TIMIN CLARITY AND UNIFORMITY OF STYLE, INTERARTICULATION PRECISION OF CONTENT WITH RESPECT TO EXPRESSIVENESS AND MUSICIANSHIP	NG, AND CONTENT RPRETATION, AND
 What is the <u>breadth and depth</u> of individual responsibilities related to the musical vocabulas <u>expressive components</u>? What is the depth and range of <u>technical and</u> What are <u>simultaneous and layered respondant</u> (including visual) of the musical performance. What is the <u>range</u> of musical, physical, and exchallenges? How do <u>each of these factors</u>, collectively a <u>compare</u> to each and all other units in the content. 	ary as well d musical skills? nsibilities ? nvironmental nd individually,		To what degree do students demonstrate tra achievement in guality of tone? To what degree do the students consistently training in accuracy of pitch and intonation Is there consistent precision of rhythmic acc Is clarity and uniformity of style, interpreta consistently demonstrated? Do the students consistently demonstrate e and musicianship? Considering all challenges, do the students e musicality? In all these regards, how do these students students in the competition?	demonstrate ? curacy and timing? tion, and articulation expressive qualities demonstrate

20 POINT CAPTION

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, ELECTRONICS are to be included here. Sub-caption integrity must prevail. Knows Understands Applies Discovers 60-61 64-65 62-63 66-69 70-75 80-83 90-93 94-95 96-98 99-100 76-79 84-89 **Limited** opportunities to Moderate technical and Strong technical skill Very high technical skill display technical maturity throughout the program throughout the program physical skills and demands Small portion of the band • Arrangements occasionally Arrangements have Arrangements include is responsible for the include key changes, meter, **frequent** incidents of key extremes of range, variety THE WHAT of articulation and musical repertoire presentation tempo, dynamics, articulate changes, meter, tempo, variety and range dynamics, articulate variety ornamentations **Individual** performers are providing basic Moderate number of and range Individual performer musical/physical skills Large number of the individuals are active in the remains musically active while musically active individuals are usually throughout the program musical presentation active with above average Very high physical Musical interpretation is Individual performer is physical responsibilities minimal sometimes challenged with responsibilities requiring a physical responsibilities while musically active great range of skills Music interpretation is Musical interpretation is while musically active Musical interpretation **frequently** incorporated superior sometimes used to define the style Excellent tone quality, Uncharacteristic tone Good tone quality, Superior tone quality, quality, **lacking focus** intonation and breath intonation and breath intonation and breath Struggle with the timing, control throughout most of control throughout most of control throughout the **ACHIEVEMENT** articulation, breath the program the program program THELapses are infrequent but control or other technical Occasional problems exist in Demonstrate control and relation to extreme range are evident clarity in all ranges and at aspects Frequent occurrences of and/or dynamic levels all dynamic levels Pulse and timing issues in melodic and harmonic Incidences of **lapses** in pulse winds, percussion and Consistently display all control and technique in electronics are minimal elements of timing, tempo pitch problems and rhythm meticulously Limited display of winds, percussion or Frequently interpretative interpretive uniformity electronics in the most demanding and defined in the proper and style Some evidence of individual passages style Clearly defined style interpretative style throughout the performance

EA MUSIC

OPEN CLASS

<u>D</u>	<u>iscover</u>	<u>'S</u>		<u>Knows</u>		<u>Un</u>	<u>derstai</u>	<u>ıds</u>	<u>Applies</u>			
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	

COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100
 RANGE OF DESIGN VOCABULARY QUALITY OF ORCHESTRATION RANGE OF EXPRESSIVE COMPONENTS RANGE AND APPROPRIATENESS OF MUSICAL RANGE OF MUSICAL CHALLENGES 	_ DEVICES	•	CLARITY OF DESIGN VOCABULARY CONSISTENCY OF ENSEMBLE SONORITY AN CLARITY AND UNIFORMITY OF STYLE AND IN BALANCE AND BLEND, PRECISION OF VERT RANGE OF MUSICAL, PHYSICAL, AND ENVIR CHALLENGES	NTERPRETATION ICAL ALIGNMENT
 Are the elements inherent in the musical comparrangement at the highest levels of design? 	position		How consistently does the music ensemble elements throughout the performance?	present the design
To what extent does the <u>orchestration/musicitself</u> to expressive motivation?	cal structure lend	•	How consistently does the unit exhibit successonority and intonation?	essful ensemble
 What <u>expressive components</u> create <u>depth</u> design? 	and breadth of	•	How consistently does the ensemble demor uniformity of style and interpretation?	strate <u>clarity and</u>
What authentic, innovative, and appropriate <u>d</u> <u>structures</u> are used in the musical design?	evices and	•	How consistently does the ensemble demor	
 What is the <u>range</u> of musical challenges? How does <u>each of these factors</u>, collectively <u>compare</u> to each and all the other units in the 			How precise is the ensemble in vertical align challenges achieved with precision? How we demonstrate the ability to recover ? How successful are the students in achievin musical, physical, and environmental challer In all these regards , how do these students students in the competition?	ell do students g the <u>range</u> of nges?

ALL el	ements of the musical ensemble, PER	RCUSSION, WOODWINDS, BRASS, EL	ECTRONICS are to be included here. S	ub-caption integrity must prevail.	
	<u>Discovers</u>	<u>Knows</u>	<u>Understands</u>	<u>Applies</u>	
COMPOSITION	 60-61 62-63 64-65 Limited opportunities to display technical maturity Small portion of the band is responsible for the repertoire presentation Performers are providing basic musical/physical skills while musically active Musical interpretation is minimal 	 Moderate technical and physical skills and demands Arrangements occasionally include key changes, meter, tempo, dynamics, articulate variety and range Moderate number are active in the musical presentation Performer is sometimes challenged with physical responsibilities while musically active Musical interpretation sometimes used to define the style 	 Strong technical skill throughout the program Arrangements have frequent incidents of key changes, meter, tempo, dynamics, articulate variety and range Large number are usually active with above average physical responsibilities while musically active Music interpretation is frequently incorporated 	 94-95 96-98 99-100 Very high technical skill throughout the program Arrangements include extremes of range, variety of articulation and musical ornamentations Performers remain musically active throughout the program Very high physical responsibilities requiring a great range of skills Musical interpretation is superior 	THE WHAT
ACHIEVEMENT	 Uncharacteristic tone quality, lacking focus Struggle with the timing, articulation, breath control or other technical aspects Frequent occurrences of melodic and harmonic pitch problems Limited display of interpretive uniformity and style 	 Good tone quality, intonation and breath control throughout most of the program Occasional problems exist in relation to extreme range and/or dynamic levels Incidences of lapses in pulse control and technique in winds, percussion or electronics Some evidence of individual interpretative style 	 Excellent tone quality, intonation and breath control throughout most of the program Lapses are infrequent but are evident Pulse and timing issues in winds, percussion and electronics are minimal Frequently interpretative and defined in the proper style 	 Superior tone quality, intonation and breath control throughout the program Demonstrate control and clarity in all ranges and at all dynamic levels Consistently display all elements of timing, tempo and rhythm meticulously in the most demanding passages Clearly defined style throughout the performance 	THE HOW

GE MUSIC

OPEN CLASS

<u>D</u>	<u>iscover</u>	<u>'S</u>		<u>Knows</u>		<u>Un</u>	<u>derstai</u>	<u>ıds</u>	<u>Applies</u>			
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	

REPERTOIRE	SCORE 100		PERFORMERS	SCORE 100
 AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		•	ENGAGE THE AUDIENCE DELIVER/SUSTAIN EFFECTS EMBODY/SUSTAIN CHARACTER, ROLE, IDEN COMMUNICATE DETAIL, NUANCE, AND ARTI	ITITY, AND STYLE
 To what extent does the <u>repertoire</u> and conce engage the audience through compelling impa shape, pace, development, etc over time? 			How effectively do the performers engage their excellence, communication skill, and encommitment?	
 How effective is the audio and visual coordina Does it speak with a <u>unified voice</u>? 	tion?	•	How effectively do the performers deliver as aural effect and effectiveness of the program	
How effective is the <u>interpretation</u> of the mus	c?	•	How effectively do the performers deliver ar musical roles, styles, or identity(ies) over time	
 How extensive and dramatic are the <u>variety o</u> time? 	<u>f effects</u> over	٠	How effectively do the performers deliver ar nuance, and artistic qualities?	nd sustain details,
 How prevalent is <u>creativity and/or originality</u> How do <u>each of these factors</u>, collectively an <u>compare</u> to each and all the other units in the 	d individually,	•	<u>In all these regards</u> , how do these students students in the competition?	s <u>compare</u> to other

20 POINT CAPTION

professional quality

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, ELECTRONICS are to be included here. Sub-caption integrity must prevail Knows Understands Discovers Applies 60-61 62-63 66-69 70-75 84-89 96-98 99-100 64-65 76-79 80-83 90-93 94-95 Arrangements are basic Arrangements develop Arrangements demonstrate Arrangements include which display limited moderate level of creative excellent level of musical **superior** levels of creative musical planning that musical effects effects with inclusion of effects that create various styles and textures intellectual, emotional and heightens the level of Musical form of the $THE\ WHAT$ intellectual, emotional and program lacks logic Musical form of the aesthetic appeal theatrical entertainment program occasionally Musical form of the program Coordination of visual REPERTOIRE includes excellent impacts of and musical includes logical points of Musical form **frequently** climax and contrast components is evident dynamic contrast and climax includes climaxes and Musical and visual programs Blend of musical and visual contrasts which are at times programs demonstrates a are well coordinated and appropriate to the moderate level of composition generate theatrical coordination Intent of the repertoire is entertainment clearly evident, and is packaged with an extraordinarily coordinated musical/visual presentation **Excellent level of** Occasionally use Good level of Use expression and expression and communication through use communication interpretation to interpretation to of expression and idiomatic demonstrating musical communicate a **superior** PERFORMERS expression, idiomatic communicate style interpretation level of style and THEAchievement of effects **S**tyle and showmanship are interpretation showmanship and showmanship are evident at times Style and showmanship are Outstanding level of occasionally evident Effective moments are evident intensity HOW Lacks appeal due to a Excellent level of appeal Performance is captivating developing low level of intensity **Moderate** levels of and emotion that throughout due to the and emotion showmanship and emotion communicate theatrically to **consistent** use of emotion the audience Project refinement and on occasion polish that gives the performance a

EA VISUAL A CLASS 20 POINT CAPTION

I	<u>Novice</u>			<u>Basic</u>				<u> Pr</u>	<u>oficien</u>	<u>t</u>	<u>A</u>	<u>ldvance</u>	<u>d</u>	
	66	67-68	69-70	71-73	74-77	78-80		81-83	84-88	89-91	92-94	95-97	98-100	

COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100
 QUALITY OF ORCHESTRATION DEPTH AND BREADTH OF DESIGN ELEMENTS ENHANCES THE MUSICAL STRUCTURE RANGE OF EXPRESSIVE COMPONENTS AND I 			CLARITY OF BODY, FORM, AND EQUIPMENT VARIETY OF RESPONSIBILITIES CHALLENGE OF THE OVERALL ENVIRONMEN CONSISTENCY AND PRECISION THROUGHOU	
 Is the orchestration over time at any given mowed what is the <u>quality</u> of the orchestration? How does the unit utilize the elements of <u>design</u>, for example, unity? The a list, but rather tools through which to create breadth of design 	on and any e elements are not		Is there <u>clarity of design</u> in form, body, and is the derivative of understanding <u>what the sand how well they</u> demonstrate their responsible. How <u>precise and consistent</u> is the ensemble their <u>variety. depth. and range</u> of expressive skills?	student are doing nsibilities le in demonstrating
What is the relationship to the <u>musical struct</u> phrases, dynamics, accents, and many other the music, one of the many <u>essential motiva</u> design	developments in	•	How well do the students demonstrate the <u>ct</u> <u>overall environment</u> ? Challenged include, to, separation space, velocity, proximity, challenged layering of responsibilities	out are not limited
 How strong is the <u>expressive nature</u> of the dechoreographic totality? Expression has many conjunction with the music What is the range design? Be watchful for details that contribute depth How do <u>each of these factors</u>, collectively as <u>compare to</u> each and all other units in the contribute depth 	approaches in of the expressive to the breadth and and individually,		How <u>precise and consistent</u> is the ensemble important part of achievement. Consistency of and or over the length of the program is also performers demonstrate the <u>ability to recovered in all these regards</u> , how do these students other students in the competition?	over a production important Do the <u>er</u> ?

EA VISUAL A CLASS 20 POINT CAPTION

Judge the COMPOSITIONAL QUALITIES OF ELEMENTS OF DESIGN that are demonstrated through the written vocabulary and the performance of the students.

- Guage .	<u>Novice</u>	<u>Basic</u>	Proficient	<u>Advanced</u>	
COMPOSITION	• Limited design and logic	 71-73	 81-83 84-88 89-91 Moderate design and logic Composition reflects and enhances soundtrack Melodic and harmonic approach is utilized while artistic effort is evident Developing unity and layering is introduced 	 92-94 95-97 98-100 Open Class level High degree of logic in design is reflective of the musical score Frequent logic and clarity displayed Strong demonstration of unity 	THE WHAT
ACHIEVEMENT	 Occasional demonstration of responsibility of form, space, time Attempts at style 	 Basic levels in form, space, time Recognizable style Occasional demonstrations of responsibility Inconsistent training, achievement, and control 	 Proficient level of responsibility in form, space, time Consistent style, precision and accuracy Growing ensemble control, variety, and achievement 	 Open Class level Excellent control and display of skills Consistent and refined visual performance 	THE HOW

GE VISUAL A CLASS 20 POINT CAPTION

<u>Novice</u>					<u>Basic</u>		<u>Pr</u>	oficien	<u>t</u>	<u>A</u>	<u>dvanced</u>		
66	67-68	69-70		71-73	74-77	78-80	81-83	84-88	89-91	92-94	95-97	98-100	Ì

REPERTOIRE	SCORE 100		PERFORMERS	SCORE 100
 AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION OF THE MUSIC VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		•	PERFORMERS ENGAGE THE AUDIENCE DELIVERED/SUSTAINED EFFECTS EMBODIED/SUSTAINED CHARACTER, ROLE STYLE COMMUNICATED DETAIL, NUANCE, AND AR	
To what extent does the <u>realization of repert</u> conceptual vision engage the audience throug <u>impact</u> , contour, shape, pace, development, extended to the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization of repert conceptual vision engage the audience through the realization engage through the realization of repert conceptual vision engage through the realization of repert conceptual vision engage through the realization engage through the realization of repert conceptual vision engage through the realization engage through the realizati	gh <u>compelling</u>		How effectively do the performers engage their excellence, communication skill, and ecommitment?	
How effective is the audio and visual coording	ation?	•	How effectively do the performers deliver a	nd sustain the effect
• Does it speak with a <u>unified voice</u> ?	-		and effectiveness of the program?	
How effective is the <u>interpretation</u> of the must of body, form, and equipment? Does it speak		•	How effectively do the performers deliver a styles, or identity(ies) over time?	nd sustain the roles,
scope of the field presentation?		•	How effectively do performers deliver and s	sustain details,
Is there an extensive and dramatic <u>variety of</u>	effect over time?		nuance, and artistic qualities?	
 Is there a presence of creativity and/or original artistry? 	nality and/or	.0	<u>In all these regards</u> , how do these perform other performers in the competition?	ers <u>compare</u> to
How do each of these factors, collectively and compare to each and all the others in the con	-			

GE VISUAL A CLASS 20 POINT CAPTION

Judge the AESTHETIC, INTELLECTUAL, AND EMOTIONAL QUALITIES demonstrated through the written vocabulary and the performance of the students.

	90.		<u>ovice</u>			<u> </u>	<u>Basic</u>	7720 0077107		<u>Pro</u>	oficient				dvance	_	
		66	67-68	69-70		71-73	74-77	78-80		81-83	84-88	89-91	92	2-94	95-97	98-100	
REPERTOIRE	•	Limited di coordinat	_	nd	•	coordina and forn	tion peal throu ation of mo	ovement	•	Proficient composition Proficient coordinati movemen Growing of elements pappeal in the shape Moderate logic	on appeal the son of element, and for coordinating presents series.	nrough ments, m on of some , and	• E id	Excelled dentity creativi Enhance Freque ntellec	class level nt progra y, logic, ar ty cement of nt emotic ctual, and cic momen	m concept	THE WHAT
PERFORMERS	•	Occasiona emotion,		•	•	emotion Inconsis commun	nication, m tent nication ar n expression	nd roles	•	Proficient emotion Growing in program Frequent a delivery of Moderate and comm	nvolveme awarenes f emotion le levels of	nt with s of and control	• S	Strong commu Excelle emotio	vels of	ss of and role	THE HOW

IA MUSIC A CLASS 20 POINT CAPTION

<u>Novice</u> 66 67-68 69-70				<u>Basic</u>		<u>Proficient</u>				<u>A</u>	<u>dvance</u>	<u>d</u>	
66	67-68	69-70	71-73	74-77	78-80	81-83	84-88	89-91		92-94	95-97	98-100	

CONTENT	SCORE 100		ACHIEVEMENT	SCORE 100
 DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENT CHALLENGES 		•	QUALITY OF TONE, ACCURACY OF PITCH AN PRECISION OF RHYTHMIC ACCURACY, TIMIN CLARITY AND UNIFORMITY OF STYLE, INTER ARTICULATION PRECISION OF CONTENT WITH RESPECT TO EXPRESSIVENESS AND MUSICIANSHIP	IG, AND CONTENT PRETATION, AND
What is the <u>breadth and depth</u> of individual responsibilities related to the musical vocabul		P	To what degree do students demonstrate tra achievement in quality of tone ?	ining and
 What is the depth and range of <u>technical and</u> What are <u>simultaneous and layered respondents</u> 		•	To what degree do the students consistently training in accuracy of pitch and intonation	
(including visual) of the musical performance		•	Is there consistent precision of rhythmic acc	curacy and timing?
 What is the <u>range</u> of musical, physical, and e challenges? 	nvironmental	•	Is clarity and uniformity of style, interpretate consistently demonstrated?	ion, and articulation
 How do <u>each of these factors</u>, collectively a <u>compare</u> to each and all other units in the co 		·	Do the students consistently <u>demonstrate e</u> and <u>musicianship</u> ?	xpressive qualities
			Considering all challenges, do the students <u>c</u> <u>musicality</u> ?	<u>lemonstrate</u>
		•	<u>In all these regards</u> , how do these students students in the competition?	compare to other

IA MUSIC A CLASS 20 POINT CAPTION

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, ELECTRONICS are to be included here. Sub-caption integrity must prevail.

	Novi		74 70	<u>Basic</u>	70.00			oficient			dvance		
CONTENT	• Minimal tech required	•	skills	l interpret	d physical ation	•	Moderate physical sl Moderate meter, ter and range Occasiona	kills • variety i mpo, dyna • explorati	n key, amics, ion	Above interpriorAdvanActive	95-97 Class level average retation ced challe interpreta hout the p	nges ation	THE WHAT
ACHIEVEMENT	Limited/mini quality, inton control	•	intonation Basic level Frequent breath of tone qualintonation	-	ol icianship rith ning,	•	Proficient quality, in control Proficient musicians individual Good tone intonation Consisten display of	tonation, level of hip, with interpret e quality a t and pro	and some ration and ficient	 Excelled intona Infrequence perform Minim 	uent lapse mance	s in vith pulse,	THE HOW

EA MUSIC A CLASS 20 POINT CAPTION

<u>Novice</u>				<u>Basic</u>		<u>Pr</u>	oficien	<u>t</u>	<u>A</u>	<u>Advanced</u>		
66	67-68	69-70	71-73	74-77	78-80	81-83	84-88	89-91	92-94	95-97	98-100	

	COMPOSITION	SCORE 100	1	ACHIEVEMENT	SCORE 100					
•	RANGE OF DESIGN VOCABULARY QUALITY OF ORCHESTRATION RANGE OF EXPRESSIVE COMPONENTS RANGE AND APPROPRIATENESS OF MUSICA RANGE OF MUSICAL CHALLENGES		•	CLARITY OF DESIGN VOCABULARY CONSISTENCY OF ENSEMBLE SONORITY AI CLARITY AND UNIFORMITY OF STYLE AND II BALANCE AND BLEND, PRECISION OF VERT RANGE OF MUSICAL, PHYSICAL, AND ENVIR CHALLENGES	ND INTONATION NTERPRETATION TICAL ALIGNMENT					
•	Are the elements inherent in the musical com arrangement at the highest levels of design?	position	-	How consistently does the music ensemble elements throughout the performance?	present the design					
•	To what extent does the <u>orchestration/musi</u> itself to expressive motivation?	cal structure lend	•	How consistently does the unit exhibit successful ensembl sonority and intonation?						
•	What expressive components create depth design?	and breadth of	•	How consistently does the ensemble demonstrate clarity an uniformity of style and interpretation?						
•	What authentic, innovative, and appropriate structures are used in the musical design?	levices and	•	How consistently does the ensemble demor						
•	What is the range of musical challenges?		•	How precise is the ensemble in vertical align						
•	How does each of these factors , collectively compare to each and all the other units in the		7	challenges achieved with precision? How we demonstrate the ability to recover ?	ell do students					
			•	How successful are the students in achievin musical, physical, and environmental challer						
			•	<u>In all these regards</u> , how do these students students in the competition?	s <u>compare</u> to other					

ALL ele	me	nts of the r	musical ense	mble, PER	CUS	SSION, WO	ODWINDS,	BRASS, ELE	EC1	TRONICS are	to be inclu	ded here Su	ıb-caption inte	grity must p	revail.	
		<u> </u>	<u>Novice</u>				<u>Basic</u>			<u>Pro</u>	<u>oficient</u>	<u>.</u> 4	<u>A</u>	<u>dvance</u>	<u>d</u>	
		66	67-68	69-70		71-73	74-77	78-80		81-83	84-88	89-91	92-94	95-97	98-100	
COMPOSITION	•	requir	gements e minimal cal skill		 basic technical and physical skills Basic ensemble skills are demonstrated Minimal ensemble interpretation Infrequent changes in key, tempo, meter, style, and dynamics Basic tone quality, moderate technical and physical skills Occasional challenges and variety in key, tempo, meter, style, dynamics, and range Moderate ensemble skills are apparent 							 physica Advance technic Above interprestylistic multiple 	ced ensem	nble nusical requent	THE WHAT	
ACHIEVEMENT	Limited/minimal tone quality, intonation, control				•	intonation Basic lev Occasion interpret Frequent ensemble	on, and co el of musi nal stylistic	ntrol cianship c tation,	•	Proficient intonation Proficient musicians Good bala and clarit Frequent ensemble	n, and cor t level of ship ance, artio y ly consist	ntrol culation,	 levels Excelle intonat balance Minimarrhythm Advance 	, and artic	uality, mble ity vith pulse, culation nstrations	$THE\ HOW$

GE MUSIC A CLASS 20 POINT CAPTION

<u>Novice</u>			<u>Basic</u>			<u>Pr</u>	<u>roficien</u>	<u>t</u>	<u>A</u>	<u>dvance</u>	<u>d</u>	
66	67-68	69-70	71-73	74-77	78-80	81-83	84-88	89-91	92-94	95-97	98-100	

REPERTOIRE	SCORE 100		PERFORMERS	SCORE 100					
 AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		•	ENGAGE THE AUDIENCE DELIVER/SUSTAIN EFFECTS EMBODY/SUSTAIN CHARACTER, ROLE, IDEN COMMUNICATE DETAIL, NUANCE, AND ARTIS						
To what extent does the <u>repertoire</u> and conce engage the audience through compelling impa shape, pace, development, etc over time?			How effectively do the performers engage the their excellence, communication skill, and encommitment?						
 How effective is the audio and visual <u>coordinate</u> Does it speak with a <u>unified voice</u>? 	ation?	•	 How effectively do the performers <u>deliver and sustain</u> the effect and effectiveness of the program? 						
How effective is the <u>interpretation</u> of the mus	ic?	•	How effectively do the performers <u>deliver ar</u> musical roles, styles, or identity(ies) over tim						
 How extensive and dramatic are the <u>variety o</u> time? 	<u>f effects</u> over	٠	How effectively do the performers deliver ar nuance, and artistic qualities?	nd sustain details,					
 How prevalent is <u>creativity and/or originality</u> How do <u>each of these factors</u>, collectively ar <u>compare</u> to each and all the other units in the 	id individually,	•	<u>In all these regards</u> , how do these students students in the competition?	compare to other					

GE MUSIC A CLASS 20 POINT CAPTION

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, ELECTRONICS are to be included here. Sub-caption integrity must prevail.

		<u>Novice</u>	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		001011, 1110	<u>Basic</u>	<i>Di ti</i> 100, 22		Pro	oficient				dvance	_	
	66	67-68	69-70		71-73	74-77	78-80		81-83	84-88	89-91		92-94	95-97	98-100	
REPERTOIRE	Minimal	effects		•	basic cod Minimal	1.00	efforts gic with	•	Proficient effects Variety of textures Occasiona coordinat music and Occasiona Sporadic logical clin	f styles ar al points o ion betwo l visual pr al contras phrase sh	of een rograms its	•	errange Exceller musicia coordin Emotio and aes are disp Detailir	nt levels on nship and ation nal, intell sthetic me played	of d design lectual, oments tention to	THE WHAT
PERFORMERS		d expression unication	on and	•	mood, a develope Limited commun dynamic	nication nal expres nd interpr	etation is aping, nd hinder	•	Proficient of express interpreta showman Good pha Occasion of express conclusio	sion, ation, styl ship use shapir al undersi sion, clim	e, and ng tanding	•	express Coording shaping emotion and aes Consist	nance levent advance ion nated dyres, appeal, nal, intelletthetic more ent preses perform	namic and ectual, oments	THE HOW

PERCUSSION

OPEN CLASS

<u>Novice</u>			<u>Basic</u>			<u>Pr</u>	<u>oficien</u>	<u>t</u>	<u>A</u>	<u>dvance</u>	<u>d</u>	
65-66	67-68	69-70	71-73	74-77	78-80	81-83	84-88	89-91	92-94	95-97	98-100	

COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100
 DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRO CHALLENGES 		• • • •	CLARITY OF RHYTHMIC ARTICULATION BLEND AND BALANCE EXPRESSIVENESS AND MUSICIANSHIP UNIFORMITY OF CHOSEN STYLE AND INTER PRECISION OF CONTENT WITH RESPECT TO	
What is the <u>breadth and depth</u> of individual a responsibilities related to the musical vocabulation.		P	Do the students consistently demonstrate c articulation ?	arity of rhythmic
What is the depth and range of technical and	l musical skills?	•	Is appropriate balance and blend demonstr	ated?
To what degree do the students demonstrate layered responsibilities of playing an instrur and through forms, listening and responding t manipulating body position?	nent, moving in	•	Do the students consistently demonstrate examb musicianship? Is clarity and uniformity of style, interpreta consistently demonstrated?	_
What is the <u>range</u> of musical, physical, and e challenge?	nvironmental		Considering all challenges, do the students demonstrate musicality, precision, and a	-
How do <u>each of these factors</u> , collectively, a <u>compare</u> to each and all other units in the collective section.			In all these regards, how do these students students in the competition?	s <u>compare</u> to other
	100			

20 POINT CAPTION

ALL elements of the percussion ensemble, acoustic and electronic, are to be judged here. Sub-caption integrity must prevail. Understands Discovers <u>Knows</u> Applies 60-61 62-63 64-65 66-69 70-75 76-79 90-93 94-95 96-98 99-100 80-83 84-89 **Limited** opportunities Moderate technical and Music requires strong Very high technical to display technical physical skills throughout skills throughout the technical skills Arrangements maturity throughout the program program **Small** portion of the occasionally include Arrangements include Arrangements have THECOMPOSITION ensemble responsible meter and tempo changes extreme technical frequent meter and for the repertoire and dynamics challenges tempo changes, Few physical Ensemble is **sometimes** Very high physical dynamics and responsibilities are challenged with physical and/or environmental techniques placed on the responsibilities while Musical interpretation Above average physical ensemble when playing is **superior** responsibilities are Musical interpretive musically active placed upon the elements are sometimes Musical interpretive performers used to define the style elements are minimal Music interpretation is frequently incorporated **Lapses** in pulse control Lapses in clarity are Demonstrate control Passages where the and technique infrequent and clarity at all ensemble Pulse and timing issues dynamic levels Lack of balance between demonstrates an <u>ACHIEVEMENT</u> Ensemble consistently sections occurs at times are rare inability to perform in a displays all elements of **Occasional** problems Good balance is often cohesive manner THEtiming, tempo and displayed exist in relation to **Struggles** with timing rhythm meticulously in • Ensemble performance is dvnamic levels Lack of balance MOHthe most demanding frequently interpretive **Some** evidence of between sections often ensemble interpretive and defined in the passages occurs Balance is consistently style proper style **Limited** display of excellent interpretive uniformity Interpretive components display a and style clearly defined style

PERCUSSION A CLASS 20 POINT CAPTION

<u>Novice</u>				<u>Basic</u>			<u>Pr</u>	<u>roficien</u>	<u>t</u>	<u>A</u>	<u>dvance</u>	<u>d</u>	
66	67-68	69-70	71-73	74-77	78-80		81-83	84-88	89-91	92-94	95-97	98-100	

COMPOSITION	SCORE 100	I	ACHIEVEMENT	SCORE 100					
 DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRO CHALLENGES 	ICAL SKILLS	•	CLARITY OF RHYTHMIC ARTICULATION BLEND AND BALANCE EXPRESSIVENESS AND MUSICIANSHIP UNIFORMITY OF CHOSEN STYLE AND INTER PRECISION OF CONTENT WITH RESPECT TO	RPRETATION					
What is the <u>breadth and depth</u> of individual a responsibilities related to the musical vocabulation.			Do the students consistently demonstrate c articulation ?	arity of rhythmic					
What is the depth and range of technical and	I musical skills?	•	• Is appropriate balance and blend demonstrated?						
 To what degree do the students demonstrate <u>layered responsibilities</u> of playing an instrur and through forms, listening and responding t manipulating body position? 	nent, moving in	•	Do the students consistently demonstrate examd musicianship? Is clarity and uniformity of style, interpreta consistently demonstrated?						
 What is the <u>range</u> of musical, physical, and e challenge? How do <u>each of these factors</u>, collectively, a 			Considering all challenges, do the students demonstrate musicality. precision. and a	ccuracy?					
compare to each and all other units in the co		•	In all these regards, how do these students students in the competition?	s <u>compare</u> to other					

PERCUSSION A CLASS 20 POINT CAPTION

ALL elements of the percussion ensemble, acoustic and electronic, are to be judged here. Sub-caption integrity must prevail.

	<u>Novic</u>	<u>.</u>	71-73	<u>Basic</u>	78-80	<u>Pro</u>	<u>oficient</u>			<u>dvance</u>	
COMPOSITION	• Minimal tech skill required		Basic technical and physical skills required Basic techniques Inconsistent timing and			Moderate physical s Occasiona tempo an dynamics	kills requi al variety i d/or mete	red in		95-97 Class techr ysical skill:	THE WHAT
ACHIEVEMENT	Limited and no control of rhy accuracy, tech and time	thmic	• Inconsi		and	Proficient basic tech and dynai	nniques, ti	~~ All	o pen e	class level nce displa hout	THE HOW

AUXILIARY

OPEN CLASS

<u>Discovers</u>			<u>Knows</u>			<u>Understands</u>				Applies		
60-61 62-63	64-65	60	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	

COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100				
 RANGE OF BODY, FORM, AND EQUIPMENT USE WITHIN THE OVERALL SHOW DESIGN USE OF EXPRESSIVE AND TECHNICAL COMP ENHANCES THE MUSICAL STRUCTURE SIMULTANEOUS RESPONSIBILITIES RANGE: MUSICAL, PHYSICAL, AND ENVIRONI CHALLENGES 		A0A0P1S1	EMONSTRATION OF TRAINING CHIEVEMENT OF BODY AND EQUIPMENT CHIEVEMENT OF TECHNICAL AND EXPRES RECISION WITH RESPECT TO THE OVERA JCCESS WITH OVERALL ENVIRONMENTAL JCCESS WITH CONCENTRATION, STAMIN,	LL CHALLENGES L CHALLENGES				
 What is the range of choreographic totality either as a focus or as part of a larger group, unity with other parts of the unit? What is the range of the use of body and equiverspect to styles, expressions, idioms, etc? Or range as the sum of the events in all areas staging and other design choices 	while maintaining sipment with	•	How clearly do the performers, individual demonstrate and sustain quality of train is there a significant level of achievem challenges of the choreographic totality? Do the performers deliver and sustain a achievement? Consider their challenges and expressive nature and how well they	ent of the significant level of of both a technical				
 How does the auxiliary complement the over and concept of the program? What is the depth and variety of technical components, including the range of express time, space, etc? To what extent does the auxiliary enhance the components of the components. 	and expressive ive components in		How precise are the performers, including body work, expression, etc. Over the full responsibilities? How to the performers respond to the over challenges of time, space, and general destage?	substance of their				
 To what extent does the adxillarly enhance the structure? To what extent of simultaneous and/or layer responsibilities? What is the range of musical, physical, and challenges? How do each of these factors, collectively and structure? 	red d environmental	•	 Do the performers deliver and sustain a strong level of concentration and stamina throughout the program? Do they recover quickly and with understanding when the need arises? In all these regards, how do these students compare to other students in the competition? 					
compare to each and all the other units in th								

	<u>Discovers</u>	Kr	10WS	<u>Und</u>	erstand	<u>ls</u>		Applies		
* Si p p • Li • U		Basic funda design in for equipment Moderate frequency the auxiliar design of t Modest design of basic modes some creates. Some mone	amentals of orm, body and orm, body and or quality and in incorporating or in the overall he show. Issign presentation outsical structure.	Nigh less sophis Occasi Freque phrasi Strong	84-89 evel of tication. ional flaws. ent explora	90-93 tion of ort.	design eleme Consis music literal Great artistic Highes writte Maxin	stent reflect structure, e or abstract depth and c effort st elevation n program. num creative, originality	tion of either scope of of the	THE WHAT
e	imited appeal and motion displayed. Occasional mood and wareness of roles. poradic achievement f excellence. imited communication f expressive qualities. eare training and chievement in form, ody and equipment.	 Some moo understand Basic response space, time Underdeve 	d and ding of roles. consibilities of e and form eloped style. achievement	communication co	nderstandin ication of m nt levels of a tion. d awarenes o space, tim display of s nt training is nd displaye	appeal s with ne and style.	 appea style, a style, a Superl skills a Higher comm involve Contin aware respon Constant trainin 	num levels I, emotion, and intent. b expressive and mood. st levels of unication a ement. huous ness of nsibilities. ant display ag, technique chievement	e nd of ue,	THE HOW

AUXILIARY A CLASS 20 POINT CAPTION

<u>Novice</u>			<u>Basic</u>			<u>Pr</u>	<u>oficien</u>	<u>t</u>	<u>A</u>	dvance	<u>d</u>	
66	67-68	69-70	71-73	74-77	78-80	81-83	84-88	89-91	92-94	95-97	98-100	

001/200/2/01/	0000000		4.01.11=1.1=1.1=	00055400					
COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100					
 RANGE OF BODY, FORM, AND EQUIPMENT USE WITHIN THE OVERALL SHOW DESIGN USE OF EXPRESSIVE AND TECHNICAL COMP ENHANCES THE MUSICAL STRUCTURE SIMULTANEOUS RESPONSIBILITIES RANGE: MUSICAL, PHYSICAL, AND ENVIRONICHALLENGES 		• • • • •	DEMONSTRATION OF TRAINING ACHIEVEMENT OF BODY AND EQUIPMENT ACHIEVEMENT OF TECHNICAL AND EXPRES PRECISION WITH RESPECT TO THE OVERAL SUCCESS WITH OVERALL ENVIRONMENTAL SUCCESS WITH CONCENTRATION, STAMINA	LL CHALLENGES . CHALLENGES					
What is the range of choreographic totality either as a focus or as part of a larger group,	while maintaining	•	How clearly do the performers, individually a demonstrate and sustain quality of training						
unity with other parts of the unit? What is the body and equipment with respect to styles, e etc? Consider the range as the sum of the	xpressions, idioms,	Is there a significant level of achievement of the challenges of the choreographic totality?							
areas, including staging and other design		•	Do the performers deliver and sustain a significant level.						
How does the auxiliary complement the over and concept of the program?	erall design		achievement? Consider their challenges of both a technical and expressive nature and how well they handle them						
What is the depth and variety of technical a components, including the range of express time, space, etc?		-	How precise are the performers, including s work, expression, etc Over the full substance responsibilities?						
To what extent does the auxiliary enhance the structure?	ne musical	•	How to the performers respond to the overa challenges of time, space, and general con						
 To what extent of simultaneous and/or layer responsibilities? 	ered	•	Do the performers deliver and sustain a strong level of concentration and stamina throughout the program? Do they recover quickly and with understanding when the need arises?						
 What is the range of musical, physical, and challenges? 	d environmental		<u>In all these regards</u> , how do these students students in the competition?						
How do <u>each of these factors</u> , collectively a <u>compare</u> to each and all the other units in the			·						

	<u>Novice</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
COMPOSITION	 Simple and limited choreography and design elements Limited coordination and integration with ensemble 	 71-73	 81-83 84-88 89-91 Proficient level of creative composition Consistent coordination of choreography Moderate and growing level of form, body, and equipment design 	 92-94 95-97 98-100 Open Class level design Demand on the performer is at a higher level Intermediate form, body, and equipment skills Performer role is clearly defined
ACHIEVEMENT	 Occasional mood and emotional content Sporadic excellence of form and body efforts Basic training efforts rarely demonstrated 	 Basic levels of mood, emotion, and communication Occasional recognizable style Growing role of performer Inconsistent training and control Growing understanding of form, body, and equipment 	 Proficient and consistent level of role and responsibility Consistent achievement of basic form, body, and equipment Growing style Training is proficient but not yet consistent in execution 	Open Class performance level Consistent level of understanding and achievement demonstrated Higher levels of communication and role responsibility Refined display of skills Cohesive visual performance

FESTIVAL RATING SYSTEM

knows sometimes

BRONZE

understands frequently SILVER applies
consistently
GOLD

This sheet applies to all captions: Music, Visual, Auxiliary, and Percussion

REPERTOIRE

- COMPOSITION
- COORDINATION
- STAGING
- INTERPRETATION/ENHANCEMENT
- ORCHESTRATIONS
- CREATIVITY/INNOVATION

EFFECT

- COMMUNICATION
- EMOTION
- MOOD EXPRESSION
- SHOWMANSHIP
- APPEAL/ENTERTAINMENT VALUE

EXCELLENCE

- INDIVIDUAL CONTROL
- ENSEMBLE CONTROL
- ACCURACY
- UNIFORMITY

RECOGNIZE AND REWARD THE UNIT

EFFORTS TO PRESENT THEIR

PROGRAM TO THE BEST OF THEIR

ABILITY.



School:		
Date:		

7:00 minutes (Open Cl	ck of 15:00 to set up, perform and exit. Each performance shall run minimum of ass) or 6:00 minutes (A Class) to a maximum of 10:00 minutes. eat for cadence purposes shall be the only playing permitted after 10:00.
CLASS: OPEN CLASS	S A CLASS FESTIVAL
STUDENT COUNT (TOB #1)	ASSESSMENT
GROUP 1 (1-30) GROUP 2 (31-50) GROUP 3 (51-75) GROUP 4 (76+) TOTAL BLOCK (MAX 15:00)	Timing (Rule #12)
MINIMUM PERFORMANCE A = 6:00 OPEN = 7:00 MAXIMUM PERFORMANCE 0:00	Prohibited Items (Rule #18)
CLARIFICATIONS:	TOTAL ASSESSMENT:

WOODWINDS – ACC AWARD

OPEN CLASS

<u>Discovers</u>	<u>Kno</u>	<u>ows</u>			<u>lerstar</u>	<u>ıds</u>		<u>Applies</u>		
60-61 62-63 64-65	66-69 70-)-75 76-79		80-83	84-89	90-93	94-95	96-98	99-100	

CONTENT	SCORE 100		ACHIEVEMENT	SCORE 100				
 DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRO CHALLENGES 		•	 QUALITY OF TONE, ACCURACY OF PITCH AND INTONATION PRECISION OF RHYTHMIC ACCURACY, TIMING, AND CONTENT CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION, AND ARTICULATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE EXPRESSIVENESS AND MUSICIANSHIP 					
 What is the <u>breadth and depth</u> of individual a responsibilities related to the musical vocabula 		•	To what degree do students demonstrate train in quality of tone?	ing and achievement				
 What is the depth and range of <u>technical and</u> What are <u>simultaneous and layered respon</u> 		•	To what degree do the students consistently d in accuracy of pitch and intonation ?	emonstrate training				
visual) of the musical performance?	Sibilities (including	•	• Is there consistent precision of <u>rhythmic accuracy and timing</u> ?					
 What is the <u>range</u> of musical, physical, and enchallenges? 	nvironmental	•	Is clarity and uniformity of style, interpretation consistently demonstrated?	n, and articulation				
 How do <u>each of these factors</u>, collectively ar <u>compare</u> to each and all other units in the cor 		•	Do the students consistently demonstrate expand musicianship ?	oressive qualities				
		•	Considering all challenges, do the students <u>de</u> <u>musicality</u> ?	<u>monstrate</u>				
		•	<u>In all these regards</u> , how do these students <u>c</u> students in the competition?	ompare to other				

BRASS – ACC AWARD

OPEN CLASS

<u>L</u>	<u> Discover</u>	<u>'S</u>		Knows		<u>Un</u>	derstai	<u>nds</u>		<u>Applies</u>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	

CONTENT	SCORE 100		ACHIEVEMENT	SCORE 100				
 DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSIC SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRON CHALLENGES 		•	 QUALITY OF TONE, ACCURACY OF PITCH AND INTONATION PRECISION OF RHYTHMIC ACCURACY, TIMING, AND CONTENT CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION, AND ARTICULATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE EXPRESSIVENESS AND MUSICIANSHIP 					
 What is the <u>breadth and depth</u> of individual ar responsibilities related to the musical vocabular 		•	To what degree do students demonstrate train in quality of tone ?	ing and achievement				
 What is the depth and range of <u>technical and</u> What are <u>simultaneous and lavered respons</u> 		•	To what degree do the students consistently d in accuracy of pitch and intonation ?	emonstrate training				
visual) of the musical performance?	IDITIES (Including	•	Is there consistent precision of rhythmic accuracy and timing?					
 What is the <u>range</u> of musical, physical, and enchallenges? 	vironmental	•	Is <u>clarity and uniformity</u> of style, interpretation consistently demonstrated?	on, and articulation				
 How do <u>each of these factors</u>, collectively and <u>compare</u> to each and all other units in the com 		•	Do the students consistently demonstrate expand musicianship ?	pressive qualities				
		•	Considering all challenges, do the students de musicality ?	emonstrate				
		•	<u>In all these regards</u> , how do these students <u>c</u> students in the competition?	compare to other				

DRUM MAJOR – ACC AWARD

<u>D</u>)iscovei	<u>~s</u>		Knows		<u>Understands</u>		<u>Applies</u>					
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93		94-95	96-98	99-100	

COMPOSITION	SCORE 100		ACHIEVEMENT	SCORE 100
 MEMBER ENGAGEMENT DEPTH AND RANGE OF INVOLVEMENT INTERPRETATION OF THE MUSIC SIMULTANEOUS RESPONSIBILITIES CREATIVITY, ORIGINALITY, AND ARTISTRY 		•	MAJOR(S) ENGAGE THE MEMBERS DELIVERED/SUSTAINED THE EFFECTS EMBODIES/SUSTAINED CHARACTER, ROLE, STYLE COMMUNICATED DETAIL, NUANCE, AND AR	
 What is the breadth and depth of responsible music vocabulary? What is the depth and range of technical and what are the simultaneous or layered responsible (including visual) of the musical performance. What is the range of musical, physical, and exchallenges? How do each of these factors, collectively a compare to all the other Major(s) in the compare. 	d musical skills? consibilities nvironmental ndindividually,	•	How effectively does the Major engage the their excellence, communication skill, and electromitment? How effectively does the Major deliver and and effectiveness of the program? How effectively does the Major deliver and styles, or identity over time? How effectively does the Major deliver and sinuance, and artistic qualities? In all these regards, how does this Major company in the competition?	sustain the effect sustain the roles, sustain details,